



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

The **Charlotte Mason Digital Collection** is a not-for-profit database created in 2009-2011 to assist scholars, researchers, educators and students to discover, use, and build upon the Charlotte Mason Collection of archives, journals and books housed in the Armitt Library & Museum (UK). To learn more about this database or to search the digital collection, go to [The Charlotte Mason Digital Collection](#).

Your use of images from the **Charlotte Mason Digital Collection** is subject to a [License](#). To publish images for commercial purposes, a license fee must be submitted and permission received prior to publication. To publish or present images for non-profit purposes, the owner, Redeemer University College, must be notified at cmdc@redeemer.ca and submission of a copy of the context in which it was used also must be submitted to the owner at cmdc@redeemer.ca. Credit lines, as specified in the [License](#), must accompany both the commercial and non-profit use of each image.

Unless you have obtained prior permission, you may not download an entire issue of a journal nor may you make multiple copies of any of the digital images. Higher resolution images are available. [Low resolution (150 dpi), single copy printing is permitted: High resolution images for publication can be purchased. Please contact Redeemer University College in writing as specified in the [License](#) to request high resolution images.

While the document originals are housed in the Armitt Library & Museum, Redeemer University College owns the rights to the Digital Images (in jpg/pdf format) of the original archival documents and artifacts. The original Digital Images and database metadata are owned and maintained by Redeemer University College. Multiple images are bound together in PDF Packages. Click [here](#) to download the latest version of Adobe Reader for better viewing. In the PDF, click an image thumbnail to view it.

This project was made possible through collaboration among the [Armitt Library & Museum](#) (Ambleside, UK), [Redeemer University College](#) (Ancaster, Canada) and the [University of Cumbria](#) (UK) and with the financial assistance of the [Social Sciences and Humanities Research Council of Canada](#).

Need help? If you do **not** see a side-bar with image thumbnails:

Some of the PDF packages are large and will take some time to download. A very large PDF package may open more successfully if you download it first to your desktop. (From inside the database record, right-click on the link to the PDF package and save the link to your desktop.) Once it's on your desktop, you can open it up with a recent version of [Adobe Reader](#).

If you have a Macintosh with Safari, the default program to open PDFs is Preview, which does not open the PDF packets. Mac users need to download [Adobe Reader](#). If this cover page appears without a list of PDF files (either at the side or bottom of the screen), look for a paper clip or a menu option to view attachments. If you click that, you should see a list of the pages in the PDF package.

Viewing files with Linux: This works with the default PDF viewer that comes pre-installed with Ubuntu. While viewing this cover page in the PDF viewer, click "View" on the top toolbar, and check the box that says "Side Panel". That will bring up the side panel. The side panel will show only this cover page. Click the 'arrow' at the top of the side panel, and it will give you the option to view "attachments." If you click that, you should see a list of PDF files, which are the pages in the PDF package.

OUR WORK.

House of Education.—Students wishing to enter in January should apply as soon as possible.

Meditations.—We should be glad of more subscribers as the subscriptions do not nearly pay the costs of printing. Nos. 1—20 can be had on receipt of 1/4. Subscription for this term 1/- (Nos. 21—31).

Parents' Review School.—

ERRATA.—Programme iv. Botany, pages 87—102, Part I., from *Elementary Botany*.

Programme iii. Botany, pages 31—62, from *Lowly Water Animals*.

Programme ii. Arithmetic (Beginners) 1—27.

Natural History Club.—The Reading Natural History Club is bringing out a quarterly magazine in order to give members opportunities of pursuing some definite line of nature work, and to bring them into touch with those who can help them. The Magazine is specially designed for the children. There will be notes on birds, flowers, etc.; articles on plant-life; on our common, wild, and domestic animals; on clouds, stars, etc., and geological studies, notes, letters, and queries. Those who intend to subscribe for the Magazine are requested to send 2/- to the Hon. Sec., Mrs. Stanley Hayward, Hazelwood, Kendrick Road, Reading. Miss Katharine Hart Davis is the editor. (Would it be well for the N.H.C. of other branches to localise this Magazine with a page or so of notes of their own as Parish Magazines are localized?)

BOOKS.

The Unconscious Mind, by Alfred T. Schofield, M.D. (Hodder, & Stoughton, 7/6). Dr. Schofield states in his thoughtful and modest preface that the object of this work is to establish the fact of an "unconscious mind" in man, and to trace in brief some of its powers and the various ways in which they are exhibited. His hope is that his treatise may bring forth other and more professedly scientific works on the same lines. "If this present crude attempt therefore leads to this, and above all, to the production of some scientific work on the subject by a more competent hand, the writer will be well rewarded." An enumeration of the contents of the chapters will afford some clue to the scope of the book:—*On Mind below Man, The Scope of Mind in Man, The Conscious Mind, The Unconscious Mind, The Relations of the Conscious and the Unconscious, The Unconscious Mind and Habit, The Unconscious Mind and its Qualities, Memory and Sleep, The Unconscious Mind in the Child, General Principles of Unconscious Education, The Unconscious Mind and its Detailed Education, The Unconscious Mind and Sensation, The Unconscious Mind and the Body Generally, The Unconscious Mind and the Special Senses, I.—Sight. The Unconscious Mind and the Special Senses and Speech, II.—Hearing, etc.* The

Unconscious Mind and the Muscular System, The Unconscious Mind and its Action on the Heart, Lungs, Skin and Stomach, and in Sex and Reproduction, The Unconscious Mind and Disease, The Unconscious Mind and Therapeutics, The Value of the Unconscious Mind. The subject is enormously important, and the interest of the book never flags. We may or may not be inclined to quarrel with Dr. Schofield's nomenclature or with one or another of the by-issues of his arguments. We may perhaps prefer to speak of the involuntary action of the mind which may or may not become conscious according to whether or not the *ego* (?) turn upon it the search-light of *attention*. But all phrasing on this subject is probably more or less tentative, and were it not that "The Unconscious Mind" carries with it an uncomfortable sense of duality of minds (which inference the author protests against) this phrase might do as well as another. With the author's main contentions we must all be in agreement: that there is a great deal more in the psychic conditions of a human being than our philosophy has ever dreamt of, or, any way, has attempted to reduce to scientific treatment; and, secondly, that the time has come when the subject demands the most earnest consideration of scientific men: otherwise we shall be flooded with charlatans in education, morals and religion as we have long been in medicine. The worst of it is these charlatans will *effect cures*, and though to be cured by any means—whether it be by bits of metal worn with the notion that they conduct magnetic fluids, or by hypnotic suggestions which shall deliver us from those sins we have a mind to—is no doubt a good thing, yet such cures must be empirical, casual and degrading to us as rational beings: whereas, a scientific analysis, if we could have it, of the manner and scope of the dominion exercised by the spiritual (call it mind, soul, reason, or what you will) over the material (which we all agree to call body) would enable us to apply remedial treatment to diseases of the body and mind and moral nature, and would deliver us from many superstitions. The chapter on "The Unconscious Mind and Education" is such a deliverance of P.N.E.U. principles as we should expect from the author, and is exceedingly valuable and suggestive; while the chapters on "The Unconscious Mind and Therapeutics" may well bring a first glimmer of hope and health to many a sufferer. We hope everyone will read Dr. Schofield's book and will read it with candid appreciation as a tentative effort in a direction equally full of promise and of difficulty.

King Richard II., edited by Brimley Johnson (Blackwood, 2/-). Mr. Brimley Johnson appears to us to have done his work in the way which will commend Shakespeare and the editor to the good graces of young people. We have an open page unmarked by notes, a bright outline of the story, and a thoughtful, critical introduction.

An Address, by William Morris (Longmans & Co., 2/6). Messrs. Longmans have produced in the "golden" type designed by W. Morris for the Kelmscott Press, *An Address delivered by William Morris to the Students of the Birmingham School of Art*. Some of us will take joy in reading why it is that nineteenth century restorations do not in the least resemble the thirteenth century work which they are intended to reproduce.

Leaves from the Golden Legend, chosen by H. D. Madge (Constable & Co., 3/6). We have here a devotional book of the early centuries in the

Caxton edition, except that the spelling is modernised. How far these early legends were consciously fairy tales pressed into the service of religion, or how far they were taken as literal truth, we can hardly tell. But certainly very quaint and charming and not without spiritual profit to us are the legends of S. Christopher, of S. Agnes, of the Seven Sleepers of Ephesus, of S. Eustace and S. George, of the Eleven Thousand Virgins, etc., etc. It is well to know the literature upon which the holy men and maids of old grew up. Messrs. Constable have produced a charming little book.

Little Folks for 1898 (Cassell & Co., 5/-). *Little Folks* is charming as usual, and the frontispiece is as pretty as the contents. Some of the stories appear to us unusually good, notably *Running away to School*. Undy in his spectacles is a most quaint little personage. Poems and puzzles and pictures, games and tales, make a treasure trove for the little folks.

Work and Play in Girls' Schools, by Dorothea Beale, Lucy H. M. Soulsby, and Jane Frances Dove (Longmans, Green & Co., 7/6). This output of the thought of the Ladies' College, Cheltenham, will be very welcome to all who have given attention to Miss Beale's great work at Cheltenham, and to that of the band of eminent head-mistresses who hail the Ladies' College as their Alma Mater. It would be difficult to estimate the intellectual, moral and religious impulse which these ladies have given to the education of girls; and the remarks of such a group as Miss Beale, Miss Soulsby and Miss Dove on work and play in girls' schools cannot fail to be stimulating, suggestive and instructive. The book opens with a valuable introduction from Miss Beale's pen; the following extract from which gives some idea of the temper of the book:—"In the highest classes I have arranged for school work about eight hours of the twenty-four. If we give four hours to meals and outdoor exercise and eight to sleep, we have a margin of four hours—a considerable amount of time, if multiplied by six; part of this may be given to general reading, part to social and family life, but for the growing and developing mind there must be time for solitude, for entering into the secret chamber and listening for the voice heard only in stillness." Section I. treats of intellectual education under the headings Humanities, Mathematics, Science and Esthetics. This Section is edited by Miss Beale, and the various subjects are treated by specialists. We think, by the way, that twelve pages is a somewhat small allowance for so important a subject as modern languages. Section II. treats of the moral side of education, and is written by Miss Soulsby. Section III. deals with the cultivation of the body and is written by Miss Dove. Each of these ladies has proved herself an authority on the subjects of which she treats; though we may sometimes be at issue with the author, as when Miss Beale writes on Spelling Reform, or when Miss Marjorie Reid gives us, as an item in the second lesson in general geography "the meaning of latitude and longitude should be clearly explained." But it is a thankless office to see spots in the sun; and we cannot go into detailed examination of the volume, simply because each chapter is rich in suggestion and contains much food for thought. We would especially commend Miss Beale's study of "History as an Educational Subject," and also her chapter on "Philosophy and Religion."

The Principal of the Ladies' College speaks that which she knows, and endeavours here to unfold some of the principles upon which she has turned out many of the thoughtful and highly-cultured women of our time. We commend the volume to parents as well as to teachers.

The Arabian Nights Entertainments, edited and selected by Andrew Lang (Longmans & Co., 6/-). Mr. Andrew Lang has made a charming addition to his Fairy Tale books. A Bowdlerised edition of the *Arabian Nights* was really wanted, and in this book "The Arabian Nights are poetry and a great deal of what the Arabian authors thought funny, though it seems wearisome to us. In this book the stories are shortened here and there, and omissions are made of pieces only suitable for Arabs and old gentlemen. The translations are by the writers of the tales in the Fairy Books and the pictures are by Mr. Ford." The pictures are charming and the book is pleasant to hold and pleasant to read.

A Story Book for Lesson Time, or a Child's First English Grammar, by R. Bankes (Constable & Co., 1/-). The idea is that the child's dolls play at being parts of speech, etc.

Yule Logs, Messrs. Longmans' Christmas Annual, Edited by G. A. Henty (6/-). We need not recommend Mr. Henty as an editor to boys. They know all about him and this book is as full as we should expect from such an editor of stirring adventures, hair-breadth escapes, pluck and daring and a manly temper. There are about a dozen stories, all of them good for holiday reading. Messrs. Longmans' *Christmas Annual* will be a general favourite with people of any age who are happy enough to retain a taste for adventure.

Child Culture in the Home, by M. B. Mosher (Revell & Co., New York). Mrs. Mosher's little book is very practical and sensible. Her chapter on manners is well worth consideration, if we are willing to look less for what is new than what is true.

The Art of Teaching, by D. Salmon (Longmans, Green & Co., 3/6). Mr. Salmon compresses much really useful and practical advice into this small volume. We may differ from him in matters of detail, but, on the whole, his principles appear to us to be sound. The teaching of elementary schools is the author's object, but the book should be useful to other teachers.

The Queen's Story Book, being Historical Stories collected out of English Romantic Literature in Illustration of the Reigns of English Monarchs, from the Conquest to Queen Victoria, edited by G. L. Gomme (Constable & Co., 6/-). Mr. Gomme has done here, and done well, what has already been done by such an authority as J. R. Green, and such a lover of the literature of history as Miss Yonge. But the mine is inexhaustible, and one cannot turn over these pages without taking pleasure in the apt selections. The illustrations are a charming feature and are very well done.

Introduction to the Herbartian Principles of Teaching, by C. T. Dodd, Owens College, Manchester (Swan, Sonnenschein & Co., 4/6). Professor Rein, in his introduction, appears to think that an attempt to transplant Herbartian principles to English soil is somewhat rash; but, indeed, we have moved apace in this direction, and our Herbartian literature promises

to be speedily as ample as that of America. This volume is full of valuable hints, even to those who do not adopt Herbartian principles as a whole such, for example, as the value attached to their national sagas in the education of a people, for,—

"— truth embodied in a tale
Shall enter in at lowly doors."

to ballads and to the *Quellenbuch* (we wish we had one book of original sources) in the teaching of history. A literature chart, in which great men are grouped as mountains, is a capital idea: the most delightful example of the association of studies is a six days' journey made with a set of schoolboys from Jena, in the Bavarian Highlands. They were studying the life of Boniface, with the geography of the Röhngebirge, the formation of rocks, direction of rivers, the historical associations, industries. "The long marches through beautiful country, the beech woods, the primitive meals, the kindly entertainment by the monks, and the many adventures which befel us, will ever remain in my memory." We wish such journeys were part of the curricula of our schools for rich and poor, or even that they were undertaken by families. We little know the wealth of associations and the variety of interests which the study of a single English county would afford if grouped round some central idea. We have given so much attention lately in the *Parents' Review* to Herbartian principles, that we cannot examine Miss Dodd's book in detail, but this lady has done her work well, and we are grateful for another suggestive and helpful manual.

Beyond the Border, by W. D. Campbell (Constable, 6/-). We congratulate Elspeth Angela Campbell ("none sae pretty") on her friend (father?) The joke and no joke is delicious. Who could look at the pictures without laughing? And then "How many beans make five?" That poor King! and how the scullion came to wear the King's crown because he knew, is delightful fun. A capital Christmas box for small people.

THE "P.R." LETTER BAG.

[The Editor is not responsible for the opinions of Correspondents.]

Our readers will like to see another proof of Lady Aberdeen's unflinching interest in the P.N.E.U. It would appear that she always reads the *Parents' Review*, and therefore knows what is going on:—

DEAR MISS MASON,—Allow me to send a line of congratulation on the great success and usefulness of the Conference of the Parents' Educational Union last summer.

I should be much obliged if you could let me have a couple of dozen of the reports to distribute to various workers in Canada, to whom they might be suggestive; even if they do not bring about the formation of a Parents' Educational Union, they suggest subjects for study and discussion.

The Citadel, Quebec,
September 15th, 1898.

Believe me, yours sincerely,
ISHABEL ABERDEEN.

(This letter may convey a hint to other friends).
DEAR MISS MASON,—I thank you for your kind note. Some time ago when I was asked, as an "old girl," to be present at the coming-of-age of the Ipswich High School, I thought it would be a capital opportunity to try to impart a little information about our work to those of my former school-fellows who are now mothers.

The meeting was a good one, about three hundred were there, and afterwards an informal meeting was held, which resulted in an attempt being made to form a branch. The Head Mistress of the High School is most eager to have a branch of the P.N.E.U. in the town, and she is supported by the Head of the Kindergarten, so I hope they will succeed.

Miss Blogg kindly sent down a quantity of literature, &c., which was all taken away by the audience. It was she who secured Mrs. Steinthal for the meeting.

I hope you are not too busy to read all this, as I know how glad you are to hear all about the P.N.E.U.

October 1st, 1898.

With kind regards, sincerely yours,
EVA HERBERT SMITH.

DEAR EDITOR,—I have so many applications for second-hand books for use in the *Parents' Review* School, that I should like to suggest that those who have books to dispose of should send me a list of them, naming exact titles, and stating prices they would ask. I could then put ladies wishing to buy books into communication with those who have books to sell.

28, Victoria St., London, S.W.

Yours sincerely,
FRANCES BLOGG.

DEAR EDITOR,—Can you recommend a simple book or pamphlet, similar to the "Talks to Nurses," published in the *Review* some time ago, suitable to give to a young woman training as a nurse?

I am, yours truly,
J. G. D.

DEAR EDITOR,—I shall be much obliged if any member of the P.N.E.U. can recommend a thoroughly good Latin Grammar to start a boy with from the very beginning; also a book suitable for a teacher who would like to be able to impart a life and interest to the Latin lessons, which they certainly had not in former days. My boy is eight years old and of average abilities, very fond of the reason why, but not fond of learning dry facts. With apologies for troubling you,

September 29th, 1898.

Faithfully yours,
MATER.

DEAR EDITOR,—I have not found much in the papers and magazines the last two months on the subject of education, and I should probably have let another issue pass without a letter from me if it had not been for the Bishop of London's address at Sion College, on October 14th, and the leading article inspired by it which appeared in the *Times* of the following day. Speaking as a teacher to teachers on the subject of teaching, the Bishop said that when he began he was absolutely ignorant of teaching.